**Liane Kolesar**

**Tappan Zee Elementary School**

**Detailed Lesson Plan**

**Week of October 5 to October 9, 2009**

**Writing Workshop**

**NYS Learning Standards:**

**Anticipatory Set:** Teacher will call students to the rug and have her “Important People” List on the large chart paper. She will ask the students to discuss the importance of making this type of list in their writer’s notebooks.

**Entry Skills:**

1. What is a personal narrative?
2. Some knowledge of attributes of personal narrative (refer to chart)

**Essential Questions:**

What is a personal narrative?

What point of view is it usually told in?

What is your seed that you are planting?

**Procedure(s):**

1. After the teacher and students discuss the importance of the lists they have made in their writer’s notebook, she will talk more about their very own personal narrative.
2. Teacher will say, “I’d like to use this list to start brainstorming and writing about my first personal narrative.” She will look through her list with her children and choose one of the people on her list. She will circle it. She will tell the students that they will also get the time to look through their list and circle the person they would like to write about today.
3. She will then model how to brainstorm 3 memories with the person that was chosen and write about it.
4. Teacher will say, “I am going to choose my Uncle Mike. He isn’t really my uncle, but he was such a great friend to my family and parents, that he was part of our family anyway!” She will ask, “Does anyone else call someone their uncle or aunt, even though they aren’t blood related?”
5. She will talk about how special he is, and that he was her godfather but disappeared from her life. She will talk about how special it is to have so many good memories with him to remember him by.
6. She will say, “I like to list the memories underneath the name first, so I can organize my thoughts before I start to write.” The teacher will explain how to choose the best 3 memories that the author can write about so that the reader can create a mental image in their mind and visualize each memory that is spoken about.
7. Children will then have the chance to turn-and-talk, knee-to-knee, eye-to-eye, about important people they are thinking about writing about.
8. Children will then be asked to go back to their seats, take out their writer’s notebooks, and open to the important people list. They will be given time to look through the list and choose 1 person to write 3 memories about.
9. The remainder of the time will be spent writing in their writer’s notebook, being reminded of how Salt Hands was told, and the key characteristics to start including in their personal narrative.
10. While students are writing, teacher will call students to have individual conferences about writing and choices made for the personal narrative topics.

**Guided Practice:**

1. Turn and talk about important people
2. Teacher will guide children with choosing their topic for personal narrative.

**Independent Practice:**

1. Students are writing in their writer’s notebook about 3 memories with important person
2. Writing Centers are independent if students happen to finish writing assignment before end of workshop.

**Closure:**

1. We will come back together and have students share their writing with the whole class.

**Assessments:**

1. Observation during turn and talk and modeling of mini-lesson
2. Individual conferences with children-choosing their seed idea and how in depth/complex their memories are.
3. Teacher will collect writer’s notebooks to read what was written and leave “post-it” comments/questions/suggestions for each child’s writing piece. This will also assess sentence structure, sequencing of ideas, capitalization and punctuation.